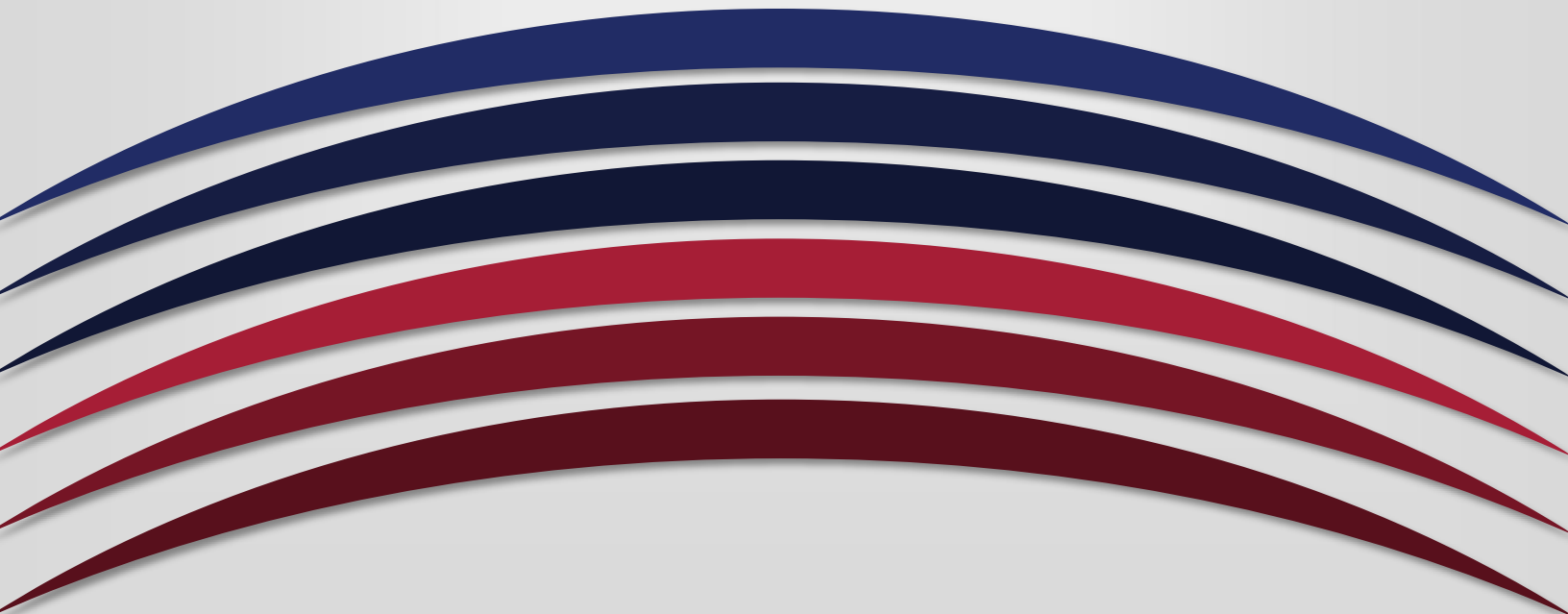


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- ☐ Program Learning Objectives
- ☐ Procedures for assessing the achievement of student learning
- ☐ Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



☒ an initial plan for the previous year ☐ a revision of an old plan ☐ unaltered from program

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Dental Assisting
2. Name of individual compiling report: Weeda Jones
3. Date of submission: October 16, 2019
4. Is the assessment plan (Check one)
☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

The dental assisting program prepares students to perform at a high level as dental assistants in the profession of dentistry. Students will carry out dental assisting responsibilities and related office and laboratory procedures under the supervision of the dentist. As dental assistants, graduates will be taking x-rays and impressions, assisting the dentist in four handed dentistry, administering and monitoring nitrous oxide, performing coronal polishing, making temporary crowns, pouring impressions and fabricating study cast, educating patients about dental health issues including brushing, flossing, nutrition and tobacco cessation. While the main goal is to prepare students for chairside assisting, many opportunities are available for graduates of the program in the areas of front office assistants, dental laboratories, dental supply company sales and dental insurance claims/auditing.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. Perform dental assisting responsibilities and related office and laboratory procedures under the direct supervision of the dentist.	Den 1103, 1303 1404, 1504 603, 1702, 2201, 201, 2303, 2508	Students will begin with didactic instruction (Exams, class work/homework). They progress to practice and competency skills test in the laboratory (skills test rubric). Lastly they complete procedures on live patients (skills test rubrics and clinical evals)

2. <i>Function as a valued team member, exhibiting professionalism and ethics.</i>	DEN1303	<i>Students learn aspects of professionalism and the state laws governing their discipline. (Didactic, class/homework, State Boards of Dental Examiners Jurisprudence exam).</i>
3. <i>Demonstrate proficiency in dental assisting skills and competencies to meet registration requirements with the Arkansas State Board of Dental Examiners and qualify for the Dental Assisting National Board Exam.</i>	DEN 14041603, 1702,2201,2303	<i>Students complete the requirements of the three expanded functions in the state of Arkansas: coronal polishing, taking x-rays and administering and monitoring nitrous oxide. This is done through didactic instruction, class work, homework and skills tests. Students also complete a State Board Course and exam for administering and monitoring Nitrous Oxide during the dental assisting program.</i>
4. <i>80% of students will be retained in the program for the second semester.</i>	DEN 2101,2201, 2303,2405,2508	<i>Registration and, graduation information</i>
5. <i>85% of graduates will be employed in the dental field or continuing their education within six months of graduating.</i>	NA	<i>Graduate follow up survey</i>
6. <i>80% of graduates will report satisfaction with the instruction and overall program experiences.</i>	NA	<i>Graduate follow up survey</i>
7. <i>73% of employers of the program graduates will report satisfaction with clinical and academic skills.</i>	NA	<i>Employer follow up survey</i>

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
Clinical evaluations will be used to evaluate students on objectives 1-3.

3. Describe the process of analyzing the assessment data for the last academic year.
Students begin with didactic on coronal polishing. Students then move to the lab setting where they practice polishing in a manikin. Once the competency has been completed on the manikin the student will polish two live patients. A rubric is used for grading purposes.

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. <i>Perform dental assisting responsibilities and related office and laboratory procedures under the direct supervision of the dentist.</i>	All 14 students completed this competency with an average score of : Manikin 97% Patient #1 90% Patient #2 100%

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5. What is the action plan for assessment for the next academic year? Explain.

We will be specifically assessing the coronal polishing skill and Nitrous Oxide State Board Exam successful completion rates that fall under objectives #1 and #2.

6. What changes were implemented this year based on last year's findings?

No changes were made based on the assessment findings. In the future, competencies can be reviewed to determine areas that there are weaker skills to improve for the next year. Using this data will allow faculty to be able to see more clearly where weaknesses might be found.

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.